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ABSTRACT

The Curricular-Career Information Service (CCIS) was an outreach, self-managed, multi-media based career guidance program designed for lower division college students. CCIS offered students basic information about career decision-making, a self-assessment experience, a large collection of curricular-career information, and information about campus and community referral resources. Various types of media, including audio and video cassettes, slidetapes, and printed materials were used. CCIS was staffed by residence hall RA's and a Career Guidance Specialist. Both process and product evaluations were carried out. In the product evaluation, CCIS users were significantly better able to identify and use career development resources, and had learned more about the career decision-making process than CCIS non-users in both Landis and a comparison (no treatment) residence hall. No other significant differences appeared in the data provided by various instruments. The conclusion was that CCIS had been successful in moving through its establishment phase of development and in meeting some of the important goals identified for the pilot year. The decision has been made to continue CCIS for 1973-1974, and it is currently being modified and expanded. (Author)

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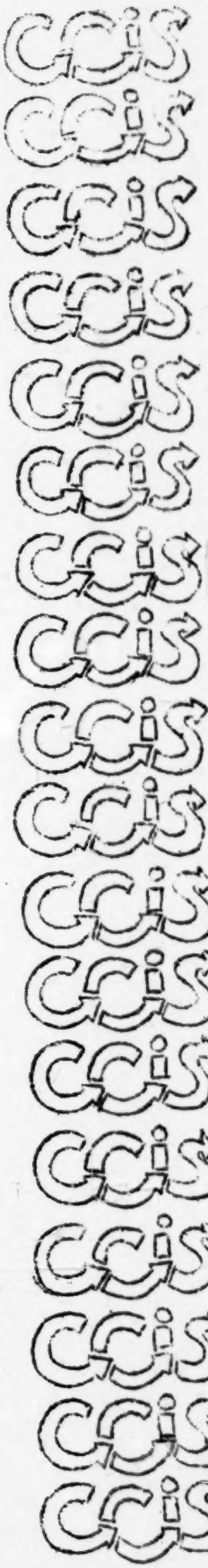

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
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EDUCATION

CURRICULAR-CAREER INFORMATION SERVICE

developed by Division of Student Affairs
Florida State University

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THE CURRICULAR-CAREER INFORMATION SERVICE (CCIS):

DEVELOPMENT AND EVALUATION OF THE PILOT PROJECT, 1972-1973

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CONTENTS

Section — Page

Abstract....2
1.0 Real Life Environment....4
Assessed Inadequacies
Resources
2.0 Needs to be Served....9
3.0 Program Goals....9
4.0 CCIS Prototype....10
5.0 Simulate to Test Program Prototype....13
6.0 Operating Procedures....13
RA Paraprofessional Training
Program Introduction
Program Operation
7.0 Evaluation of the System....17
Overview
Methods
Results and Discussion
Summary and Conclusions

Figures

1. CCIS--Landis Hall....25
2. CCIS Flowchart....26

Tables

1. Module Evaluations....27
2. Results of the CCIS Questionnaire for Landis Students....31
3. CCIS Attitude Questionnaire Results for Students in Kellum and Landis....35

References....37

ABSTRACT

The Curricular-Career Information Service (CCIS) was piloted during 1972-1973 under the sponsorship of the Division of Student Affairs at Florida State University. In essence, CCIS was an outreach, self-managed, multi-media based career guidance program designed for lower division college students. CCIS offered students basic information about career decision-making, a self-assessment experience, a large collection of curricular-career information, and information about campus and community referral resources. Various types of media, including audio and video cassettes, slide-tapes, and printed materials were used. CCIS was open afternoons and evenings, Monday through Saturday, and was staffed by residence hall RAs and a Career Guidance Specialist.

Both process and product evaluations were carried out. Many of the students in the experimental residence hall making use of CCIS agreed that the materials were helpful (70%), that the materials lent themselves to self-directed use (80%), and that CCIS should be recommended to a freshman needing career development assistance (91%). CCIS logged 282 student contacts and 92 other visitors during the 16-week pilot test, January 23 to May 14, 1973. In the product evaluation, CCIS users were significantly better able to identify and use career development resources, and had learned more about the career decision-making process than CCIS non-users in both Landis and a comparison (no treatment) residence hall. No other significant

differences appeared in the data provided by various instruments. The conclusion was that CCIS had been successful in moving through its establishment phase of development and in meeting some of the important goals identified for the pilot year. The decision has been made to continue CCIS for 1973-1974, and it is currently being modified and expanded.

THE CURRICULAR-CAREER INFORMATION SERVICE (CCIS): DEVELOPMENT AND EVALUATION OF THE PILOT PROJECT, 1972-1973*

by

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This paper reports the development, implementation, and evaluation of an outreach career guidance program for college students, the Curricular-Career Information Service (CCIS). CCIS utilized a varied delivery system, including print and nonprint career information, academic program information, instructional modules, referral resources, student resident assistants, and the Self-Directed Search. A systems approach suggested by Hosford and Ryan (1970) was used in the development of the program, and the steps they identified are used as an organizational outline for this chapter. Although this report is restricted to the period of CCIS development covering July, 1972 through June, 1973, the program is still operational and currently being expanded.

1.0 Real-Life Environment

In this section, a brief description and analysis of the overall academic advisement/career development services program is provided. This environmental assessment serves to set the stage for the development of the CCIS program which is presented in subsequent sections of this paper.

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*An earlier version of this paper was presented by Reardon at the Ninth Invitational Conference on Systems Under Development in Vocational Guidance and Career Education, Baylor University, October, 1972. Other portions were prepared for a chapter of the book, Paraprofessionals on Campus: Community Experiments in Service Design, edited by A. Bassin and N. Giddan; and the dissertation by Smith, The Evaluation of a Multi-media Based Self-Directed Career Development Program for College Freshmen.

The career guidance/academic advisement programs at Florida State University had operated with very little coordination among the diverse offices and personnel involved. The "program" was developed in order to satisfy a hodge-podge of sometimes conflicting goals for students, counselors or advisors, academic departments, the administration, parents, and others.

In general, full-time faculty members were assigned the task of assisting students in course selection, long-range academic planning, course and study problems, selecting majors, career planning, and personal problems. At the lower division level, the Director of the Division of Basic Studies assigned students to faculty who had been designated by their upper division department heads. At the upper division, advisement was coordinated by the department head. Two principle exceptions to this general procedure were in the Schools of Education and Social Work where a college-wide advisement/student services coordinator directed a team of graduate student paraprofessionals who provided advisement for various students.

Ideally, faculty members serving as advisors were a kind of role model for students, and provided an opportunity for individualizing instruction that was very worthwhile. In practice the faculty advisor's primary duty was to sign a course schedule form which permitted a student to register. A typical advisee load might range from 20 to 50 students, although is was frequently noted that many students registered without conferring with a faculty advisor. There was virtually no training for advisors, and the newer members of the faculty typically carried the largest number of students. The Counseling Center was

available for student referrals from the advisors for vocational counseling and testing. However, it was not highly visable for student self-referrals and only offered services to from three to five per cent of the student body.

Several new developments involving career services have been initiated and are currently operating in the University. A career planning course, offered through the School of Business, is now available. Residence hall counselors, counselors in the Counseling Center, trained graduate students, and others are increasingly being used as advisors. The Career Planning and Placement Center is expanding its services for lower division students, and also developing a cooperative education program. A major reorganization in the Summer, 1973, has now combined offices having career development responsibilities with offices having academic advisement responsibilities under a dean for lower division advising and counseling in the Division of Student Affairs.

Assessed Inadequacies

Several surveys have been completed in recent years which revealed widespread dissatisfaction with the advisement/career guidance program. Surveys of entering students have shown that as many as 60% wanted help with career information, while the service ranked second was study skills at 10% (Characteristics of College Students, 1972; Self-Study Report, 1972). A Harris Poll (1970) conducted at the University revealed 56% of the undergraduates were very or somewhat satisfied with advising and 44% were not. Fifty per cent of the students were satisfied with help in choosing a major, but only 36%

were satisfied with assistance in long-range career planning. A survey by Pierce (1970) confirmed th above findings. It also appeared that the greatest problems were at the lower division; there was variability in the quality of services in different schools/colleges; services at the community colleges were as bad (or worse) than the senior institutions; the smaller schools/colleges provided better services than the larger units in the university; and the students relied more on their peers and personal resourcefulness in career and academic planning than faculty or other university services (Pierce, 1970). The latter point was especially important because it suggested that a student-to-student approach for delivery of academic advising and career guidance services might be especially appropriate.

The Harris Poll (1970) also showed that many faculty members were not interested in providing academic advisement and related services to students. Most faculty were poorly trained or equipped to do the job, and there was little incentive provided for them to improve. For example, such service counted little toward promotion and tenure.

The lack of University-wide coordination was also a problem (Winner, 1973). Orientation, admissions, junior college articulation, placement, and vocational counseling were largely provided through the Division of Student Affairs or other special offices, while advisement was under the Division of Academic Affairs. The academic advisement/career guidance needs of students were thus lost in the administrative gap between the Divisions of Student and Academic Affairs. There was no systemwide, coordinated response to the problem.

As noted earlier, this problem has just been changed through an administrative reorganization.

Resources

Fortunately, there were a variety of resources which could be brought into play. For example, the State budgeted considerable funds to the University for academic counseling and advisement--one faculty line for every 65 FTEs. The Division of Instructional Research and Service had available considerable technological sophistication and hardware which could be utilized. Faculty and other University personnel, e.g., residence hall counselors, students, could be identified who would eagerly devote considerable energy to providing needed services. And the Counseling Center was able to release both staff time and other resources to support the development of the program.

In conclusion, it was observed that the real-life environment exhibited a number of problems in the academic advisement/career guidance area which needed to be solved. The complexity of the problem suggested the need for equally complex solutions. Meanwhile, the changing job market for college graduates and the need to demonstrate public accountability had forced the University to commit itself to make some changes. The Division of Student Affairs took the leadership in this endeavor, and attempted to articulate a career education philosophy to guide the development of a comprehensive program. The Division also provided the resources to develop the pilot career guidance program described in this paper.

2.0 Needs to be Served

The context evaluation described above revealed a variety of diverse needs for both students and the institution as a whole.

Every assessment of student needs indicated an overwhelming desire for more curricular-career information. This was especially true for students who were new in the institution, those unsure about their academic/career plans, those who were in the process of making vocational decisions, or those who needed access to University information, including referral resources and trained people who could assist them in their personal development. It was also apparent that a delivery system for academic and career guidance which departed rather dramatically from the existing system was desirable.

As a large, complex social system, the University also had needs which were not being met. As noted earlier, there was a lack of efficiency in the coordination and management of various programs in this area. Disgruntled students who were bitter about poor advisement/career guidance services did not provide positive feedback to parental and political publics. And the University needed to reward those faculty who could and did provide outstanding services to students in these areas.

3.0 Program Goals

In analyzing the current situation, a number of particular needs were identified which seemed to be especially important. There also appeared to be resources available and people interested in meeting those identified needs. Thus, some general goals for improving the

quality of the academic advisement/career guidance program in the University were developed and are listed below.

Students, for example, will be able to:

1. describe mistakes and problems in career planning among college students;

2. use a theoretical model for career decision-making in developing their own career plans;

3. identify their primary areas of academic and career interest early in their college years;

4. locate and use information relevant to their most important academic/career alternatives; and

5. identify university and community resources available for assistance in the development of academic/career plans.

The University, on the other hand, will be able to:

1. better coordinate the flow of academic (and career) information so that it is readily available to those who need it;

2. use students and other paraprofessionals in the most advantageous way to promote student career development;

3. develop resources and materials which will support the efforts of faculty advisors, counselors, and others;

4. benefit from the improved public relations which new program efforts in this area will promote; and

5. evaluate the advantages and disadvantages of a variety of program alternatives.

4.0 CCIS Prototype

In order to meet the important goals identified above, the Curricular-Career Information Service, a multi-media based career guidance program was developed. Several important structuring decisions were made in light of the needs assessment reported earlier.

First, information dissemination was identified as the basic purpose of the program. Second, the innovative and extensive use of multi-media materials was selected as a means of delivering the information. Third, it was felt that student-to-student contact should be maximized in the delivery system, because peers are readily utilized for advice and information about the curriculum. Fourth, it was decided that the materials included in the program should be mostly self-help in nature, and not dependent on the availability of highly trained professional counselors. And, fifth, it was determined that the program should be located in an outreach setting where student contact could be maximized.

CCIS utilized an extensive library of books, pamphlets, and other materials. It included about 120 audio and 12 video cassette tapes, focusing on descriptive information about college majors and post baccalaureate occupational alternatives. CCIS also included five instructional modules designed to meet the general goals for students noted above. Within each module, a variety of alternative instructional activities were provided, and the user could choose among them in meeting the objectives of the module.

Procedures and materials used in CCIS were constantly reviewed and modified as feedback about the program was analyzed. Initial instructional activities in the modules included 15-minute slide-tape presentations on an introduction to CCIS, career decision-making, locating desired information, and other subjects; readings from selected articles and essays on career development for college students; completion of Holland's Self-Directed Search; simulated video tape interviews between

students and faculty regarding academic programs in the University; and referral information about sources of specialized assistance for student career development.

The CCIS staff, besides the half-time project director, included a full-time career guidance specialist; two half-time graduate assistants working on the acquisition of information materials and the development of visuals for the slide tapes; a doctoral student with responsibilities for evaluating the program; a residence hall counselor; eight residence hall assistants; and a half-time secretary.

CCIS was located in a three-room suite just off the main entrance in a freshman residence hall (See Figure I). The area included a reading lounge, a storage area, and an equipment room. In addition to book and display shelves, two multi-media equipped Howe rear screen listening-viewing carrels were provided. One of the carrels also had a Sony video-cassette player system with a small monitor.

The development and operation of this CCIS unit was supported by the Division of Student Affairs. The total budget for the year was approximately $20,000 which did not include released time for the project director (provided by the Counseling Center), the residence hall counselor, and RAs.

The acquisition and creation of materials began in July, 1972, and was the principle staff activity for six months. During the Winter and Spring Quarters of 1973, CCIS was in operation primarily for the 390 freshmen men and women students living in Landis Hall. Beginning with the Spring term, however, the unit was opened for referrals from two other residence halls, the Counseling Center, Placement Office, and several other Student Services offices. CCIS was open each weekday afternoon and evening and at specified times

on the weekend. Thus, the unit was available to students for about 40 hours per week.

5.0 Simulate to Test Program Prototype

Figure II shows a flowchart which outlines the steps a student follows upon entering CCIS.

6.0 Operating Procedures

This section describes the day-to-day operation of CCIS, including the role of the student resident assistants, the introduction of the program in Landis, and the various responsibilities of other project personnel.

RA Paraprofessional Training

An important feature of CCIS was the use of a student-to-student approach. Considerable evidence suggested that students frequently sought out other students in order to get educational-vocational information. RAs were utilized in an attempt to enhance this peer contact.

1. Selection of RAs--University requirements for RAs were that they have a 2.0 GPA and be a sophomore standing. Resident Assistant s (RAs) were typically selected from a pool of applicants several times larger than the actual number of vacancies. RAs were selected through a process in which they were put into situations they might encounter as an RA. They were then evaluated on their performance. The simulated experiences were in the areas of administration, programming, and human relations-crisis intervention. Each applicant's performance in these areas was rated by current staff members. Those with the highest performance ratings were selected for RA positions.

2. General Training--University training for RAs consisted of two general types. The first was a retreat attended by all University Residence Counselors, RAs and Area Coordinators. The RAs were presented with information about University and residence hall procedures. They were also involved in two or more sessions of human relations training and up to four discussions of campus and student life issues. The second type of RA training was more specifically tailored to each residence hall's unique situations. It included group leadership training, human relations exercises, and presentation of Landis Hall regulations and procedures. At this time, the RAs were also introduced to CCIS and the role they would play in its operation.

3. Landis Training--RA training specifically for CCIS consisted of ten sessions and was held over a period of five months. The first five sessions were devoted to introducing RAs to concepts which were most important in creati[illegible]CIS, as well as the other staff involved in the program. During this time, the modules were also made available to the RAs for their reactions and suggested modifications. Two specific "how to" sessions were then held. RAs were asked to complete all modules of CCIS, to locate all types of information materials, and to operate all the multimedia equipment. They were presented with instructions on security and maintenance of materials in CCIS (when to open and close, where keys were located, etc.). A paper listing procedures and referral sources was presented and discussed. RAs were also involved in some simulations where they took the role of the helping person in CCIS while one of the trainers played a student seeking career development assistance. Other RAs and trainers critiqued the helping skills of the role-players and offered suggestions for improvements.

Subsequent training sessions involved the trainers meeting with the RAs to discuss various problems which arose, such as referrals, operating procedures, and introduction of new materials. Emphasis was placed on the RAs role in encouraging their residents to use CCIS and to evaluate the materials.

Program Introduction

Introduction of the program began in August with two meetings with the area coordinator and residence counselor. The purpose and the plans for CCIS were outlined and comments and suggestions were elicited. The role and significance of the RAs in the operation and publicizing of CCIS was discussed and formalized. The number of hours worked by the RAs and their specific responsibilities were determined.

In October, letters were sent to the academic advisors of all Landis Hall residents to acquaint them with the resources of CCIS and to encourage them to refer students to the program.

During Parents' Weekend in November, a coffee hour for parents and students was held in the lobby of Landis Hall. Included in the tour of Landis was a visit to CCIS and an introduction to the purposes of CCIS and resources which would be available when it opened.

The CCIS open house, which formally initiated the program for the Landis students, was held on a weekday evening at the beginning of Winter quarter. Refreshments were served and guided tours were provided by the CCIS personnel. Approximately two hundred students attended the open house. CCIS was then opened according to the regular schedule on the following day.

The RAs took major responsibility for generating student interest in CCIS through their informal interactions with students, encouraging them to use it and referring those with specific problems. Each RA conducted a floor meeting in CCIS focusing on career and major choices. The CCIS video tape describing the liberal studies program was shown at several of these meetings. Bulletin boards located on each floor and in the lobby periodically featured information and announcements about new material and programs offered in CCIS.

In April, the Director of the Career Planning and Placement Office was invited to talk with Landis residents in CCIS. He spoke about summer employment, Cooperative Education and the services of Career Planning and Placement.

Program Operation

1. Role of RAs--Staff members involved in the day-to-day operation of CCIS were the Career Guidance Specialist, the Career Information Specialist (one of the graduate assistants), the eight resident assistants, and the residence hall counselor.

The RAs had the major responsibility of publicizing CCIS to the residents of Landis. The RAs also manned the Help Desk during the evening hours and on weekends. The following functions were typical of that role:

a. Greeted the students who entered.

b. Explained the purposes of CCIS, what was available and how to use it.

c. Helped the student select an appropriate module or other materials for beginning the program

d. Demonstrated the use of the audiovisual equipment.

e. Explained the filing system, if necessary.

f. Helped the student select appropriate additional activities.

g. Referred students who needed additional help to services such as the University Counseling Center.

h. Encouraged students to fill out evaluation forms.

Most students who entered CCIS expressed curiosity about the purpose and functions of the unit. A smaller number of students who came in expressed specific needs for learning about themselves, majors, or occupational areas. A number of options existed for students entering CCIS. The following patterns of student use emerged: Students used either Modules I (Introduction), II (Decision-Making), and IV (Locating Information); Modules I and III (Self Assessment); or went directly to the materials file or CCIS library. All students were encouraged to evaluate the CCIS modules and materials which they used.

7.0 Evaluation of the System

Overview

Both formative (process) and summative (product) evaluations were carried out on the CCIS program (Scriven, 1967). The CIPP model described by Stufflebeam et al. (1971) and other evaluation procedures suggested by Campbell et al. (1971) were among those most closely followed. An extensive description of the CCIS evaluation is reported in the dissertation by Smith (1973), The Evaluation of a Multimedia Based Self-Directed Career Development Program for College Freshmen. The remaining portions of this paper are restricted to a brief description of the methods used and the results of the evaluation.

The process phase of the evaluation focused on the students' reactions to the modules and their effectiveness in meeting the specified goals. Similar student feedback was elicited for all other materials included in CCIS, as well as operational procedures initially used. The modules were critiqued by about ten FSU staff members as well as the RAs in Landis. Weekly CCIS staff meetings were held in an effort to monitor the progress of the program. About fifteen descriptive presentations were also made for FSU staff members and other professionals in the community or region in an attempt to elicit feedback about the program.

The product evaluation was initiated in mid-May after CCIS had been operational for about five months. A comparison group of students in another freshman coed residence hall (Kellum) were studied. The post-test only design compared the students in the two dormitories on such criteria as career maturity, knowledge and use of career development resources, satisfaction with current academic/career plans, etc. This evaluation also focused on the success of CCIS in meeting the goals noted earlier. A sample was obtained which included 40% of the Kellum students (N = 189) and 47% of the Landis students (N = 146).

Methods

In the total evaluation conducted, data were collected from at least seven sources: (1) CCIS users in Landis Hall; (2) CCIS non-users in Landis; (3) students in a comparison group, Kellum Hall, who did not have access to CCIS; (4) the CCIS staff, including the RAs; (5) members of the FSU staff and administration who viewed CCIS; (6) faculty advisors of Landis students; and (7) non-FSU

personnel who visited CCIS. Data from sources 1, 4, 5, 6, and 7 were included in the process evaluation while other data from sources 1, 2, 3, 5, and 7 were included in the product evaluation.

Several instruments were modified or constructed in the process of collecting the data: (1) CCIS Attitude Questionnaire, a six-item instrument using a five-point Likert scale and based on the CCIS behavioral objectives and reactions to the academic advisement program; (2) Vocational Decision-Making Checklist, an experimental instrument developed by Harren (1972) and based on the vocational decision paradigm reported by Tiedeman and O'Hara (1963); (3) The Career Maturity Inventory, a device developed by Crites (1973) which includes attitude (used in this study) and competency scales; (4) CCIS Questionnaire; a 16-item instrument given to Landis students, faculty advisors, and other CCIS visitors; (5) Module Post-Assessments, which consisted of one or two-page sheets included at the end of each CCIS module; and (6) The CCIS Log, which included the names of all persons who visited CCIS. A portable dictating unit was also available in CCIS for students and RAs who wanted to comment on anything relating to the CCIS project. Unfortunately, this feedback mechanism was not highly used.

Results and Discussion

1. Process Evaluation--Each module included a Post Assessment and Evaluation Form, which was to be turned in as each user completed the module. Apparently only half of the users actually completed the forms, which underscores the need for continuing efforts to solicit user feedback. The return rate on Module III was less than 20%.

Table 1 shows the results of the module evaluations. With the exception of the "CCIS Menu," reactions to Module I (Introduction) were very positive. Modules II and IV also seemed to be quite satisfactory. Module III (Self-Assessment) on the other hand, revealed mixed reactions. Further analysis of this module and the Self-Directed Search would appear to be called for. Finally, Module V was completed late in the trial period and no user reactions suitable for analysis were obtained.

The CCIS Questionnaire was completed by all of the Landis students. Sixty-six, or 45%, of those sampled reported using CCIS. Table 2 shows that the different types of media in CCIS were used about equally and that most students used two or more kinds of media. Other results showed that 77% of the students spent between a few minutes and 2 hours in CCIS. Seventy per cent agreed or strongly agreed that CCIS materials were helpful to college students. Twenty-three per cent were neutral on this point, and 8% disagreed. Almost 80% of the students agreed that the CCIS materials lent themselves to self-directed use. Finally, both users and non users of CCIS agreed that academic advisement material should be included in CCIS (84%), and that CCIS should be recommended to an FSU freshman needing career development assistance (91%).

Another part of the process evaluation included weekly CCIS staff meetings. Those attending included the project director, the career guidance specialist, the two graduate assistants, the project evaluator, and the residence hall counselor. The purpose of this meeting was to share feedback, review procedures, and generally monitor the effectiveness of the program. Other meetings were periodically held

between various staff members and the RAs.

The CCIS Questionnaire was also sent to 133 members of the University administrative staff and faculty. This group included those staff who had come to Landis to view CCIS and the faculty advisors of students living in Landis who had earlier been invited to refer their advisees to CCIS. Fifteen administrators and 37 faculty returned the Questionnaire. The faculty generally appeared to be non-commital regarding the physical expansion of CCIS or the inclusion of advisement materials in it. Faculty did agree (63%) that CCIS should be recommended to students needing career development assistance. University administrators, on the other hand, were very positive regarding the usefulness of CCIS and its expansion on the campus.

Analysis of the CCIS log indicated 282 student contacts and 92 other visitors to CCIS between January 23 and May 14, 1973. Student contacts were most frequent on Saturdays and least frequent on Sundays. Mondays, Tuesdays, and Wednesdays also logged more contacts than Thursdays or Fridays. The number of visits also decreased during exam periods and immediately before and after the quarter break. Experience with CCIS in this pilot phase suggests that a target population of 1500 students would be appropriate. There are some additional observations appropriate for inclusion in the process evaluation. First, on the negative side, there is a need for rather careful selection, supervision and training of the student assistants, in this case RAs, who are on duty in CCIS. These assistants need to be outgoing, positive, and helpful in their approach to potential users. Second, there is the need to continually reaffirm to counselors and faculty who refer students that CCIS is primarily an information dissemination program, and not a counseling service for undecided

majors. Third, there appear to be difficulties in purchasing materials through the University. Many orders were delayed, in some cases up to six months, or unknowingly cancelled and this retarded the smooth development of the program. Adequate secretarial and support staff are absolutely essential in this regard. Fourth, there were some technical and coordination problems in developing the slide tapes and videotapes. In the case of the slide tapes, there were problems in recording the scripts with the music background. Difficulties with the videotapes primarily involved the commitment of faculty and staff to complete the tapes because of conflicts and other priorities. And, fifth, the development of community referral resources, volunteer work experiences, etc. which are included in Module V is still largely undone.

On the positive side, it should be noted that the residence hall location of CCIS was one of the most frequently mentioned attractions of the program. The residence hall staff was completely supportive of CCIS and cooperated in making career development one of the central facets of their programming. In fact, some students even contributed various pieces of occupational or educational information to the CCIS storehouse. Instructional television and media services cooperated by making CCIS a top priority. The electrical hardware in CCIS was assembled and maintained in the most efficient possible way by their staff. And many members of the faculty and administrative staff contributed expertise and time in critiqueing materials, creating videotapes, serving as referral resources, etc.

And finally, it should be noted that CCIS has received significant statewide and national attention, even in its first year of development. Presentations have been made at three national meetings, one state-wide workshop, and several regional workshops. Other presentations have been made to various groups in the State Department of Education and Leon County Schools. About 25 letters describing very positive reactions of visitors to the CCIS program were received but are not included in this report.

2. Product Evaluation--The purpose of the product evaluation was to determine if there were differences between CCIS users, CCIS non users, and the students in Kellum who did not have access to CCIS on three general sets of measures: (1) career maturity (CMI), (2) stage of career decision (VDC), and (3) the CCIS behavioral goals (CCIS Attitude Questionnaire).

The analysis of variance procedure indicated no differences on CMI Attitude Scale or VDC scores among the three student groups. This indicated no differences in career maturity or level of vocational decision for those students who had used CCIS during the five month period and those who had not. A Kruskal Wallis One Way Analysis of Ranks was conducted on the data from the CCIS Attitude Questionnaire and revealed significant differences among the three student groups. Table 3 shows the frequency and percentage responses on this instrument. A Dunn Multiple Comparisons Procedure indicated that Landis CCIS users were better able to identify and use university resources for their personal career development than Landis CCIS non users. (.05) and Kellum students (.01). Landis CCIS users also indicated they had learned more about the career decision making process in

the past five months than Landis CCIS non users (.01) and Kellum students (.01). All other questionnaire differences were not significant.

Additional data analysis revealed the following. All students surveyed who indicated choice of an academic major scored higher on the career maturity and level of vocational decision instruments than undecided students. Undecided majors in Kellum indicated significantly more uncertainty in occupational choice and ability to outline an educational/career plan than decided majors. Perhaps undecided majors are an appropriate target group for the CCIS program. It was further noted that Kellum black students scored significantly lower than sampled white students on the career maturity measure. These students might also become a focal point for future CCIS activities.

Summary and Conclusions

The results of the evaluation show that CCIS, as an outreach, multi-media based, self-directed, career guidance program for lower division college students has been successful in achieving many of its student and university system goals. It was especially helpful in enabling student users to learn more about the career decision-making process and the availability of other career development services. Current indications are that CCIS will assume an expanded role as a university clearinghouse for curricular-career information and as a resource for academic advisors and those involved in career counseling. The process evaluation yielded considerable data which will be extremely useful in restructuring and modifying the CCIS program. It would appear that a continued development of CCIS would aid significantly in meeting the student and university needs previously noted.

CURRICULAR-CAREER
INFORMATION SERVICE

LANDIS HALL

1 - Evaluation

2 - Magazines, pamphlets

3 - Phone

4 - Air conditioner

5 - Audio cassette recorder

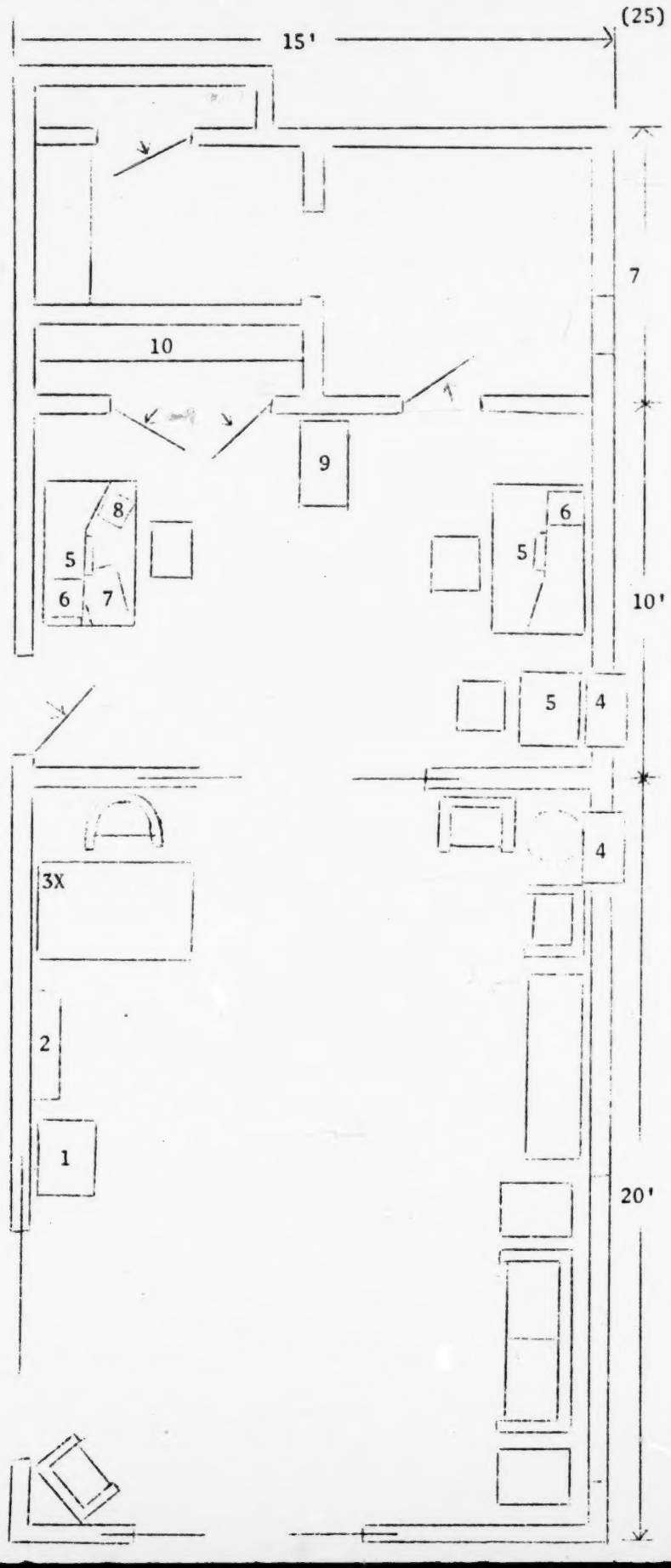
6 - Slide projector

7 - Video cassette replay unit

8 - Video/T.V.

9 - File cabinet

10 - Books/audio & video tapes/slide-tapes/ catalogs



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CCIS FLOWCHART
(An optional way of looking at CCIS)

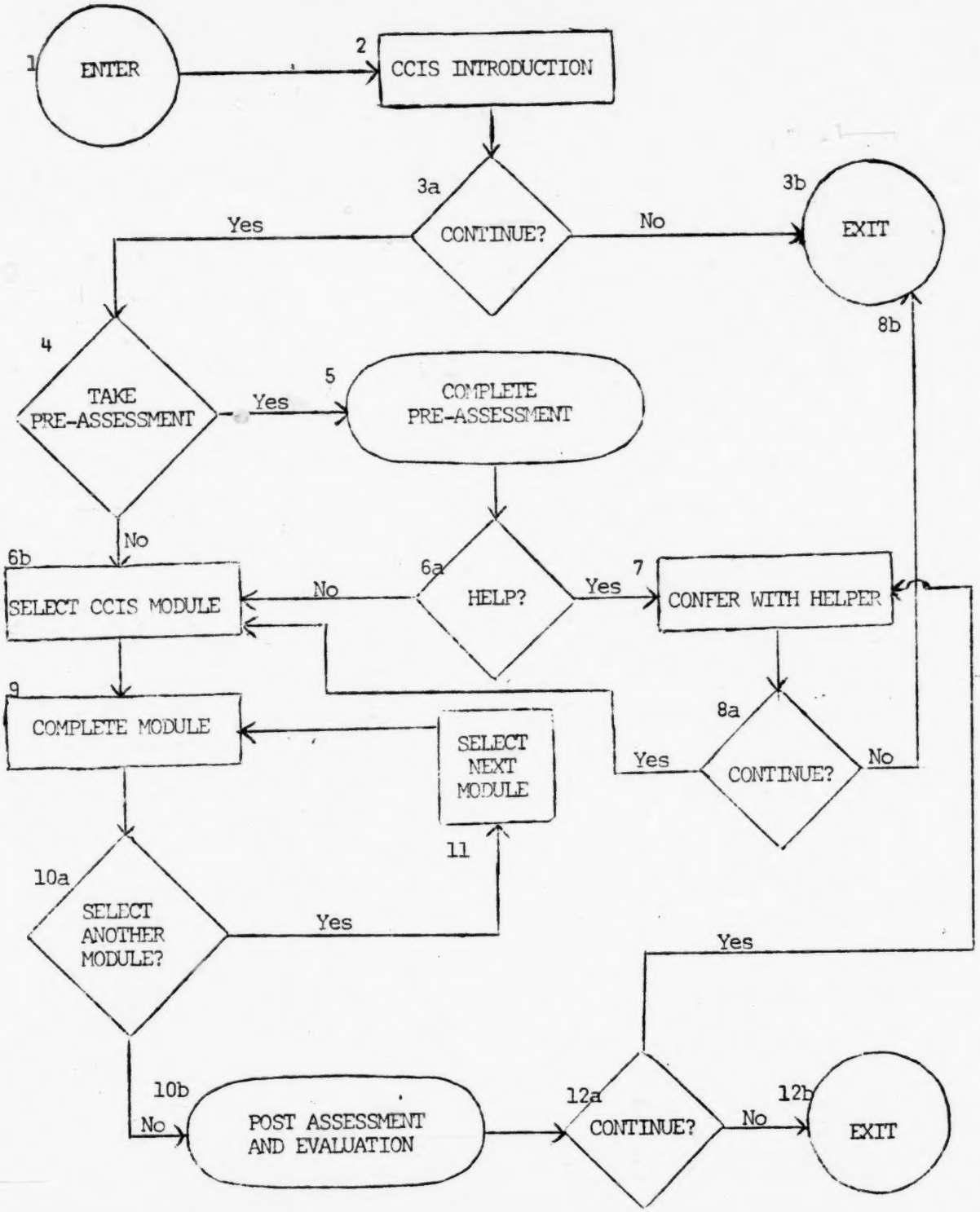

TABLE 1

MODULE EVALUATIONS

MODULE I - CCIS Introduction

Item 1. The materials in this module have helped me identify CCIS resources for use in career planning. (n=45)

Response	Percent	Frequency
SA	20%	9
A	71%	32
Unsure	6%	3
D	0%	0
SD	0%	0

Item 2. The slide tape "Introduction to CCIS" was helpful. (n=45)

Response	Percent	Frequency
SA	36%	16
A	60%	27
D	4%	2
SD	0%	0
Did not use	0%	0

Item 3. The "CCIS Menu" is useful in deciding how to use CCIS instructional activities. (n=45)

Response	Percent	Frequency
SA	24%	11
A	58%	25
D	2%	2
SD	16%	9
DNU	0%	0

Item 4. In comparison to how I felt before I came into CCIS, I now feel much more positive about what I can do to further my career planning. (n=45)

Response	Percent	Frequency
SA	16%	7
A	56%	25
Unsure	20%	9
D	4%	2
SD	0%	0

Item 5. How many minutes did you spend with activities in the module?
_____ minutes. (n=45)

Response	Percent	Frequency
0-7	9%	4
8-15	53%	24
16-23	23%	10
24-30	11%	5
31-	0%	0

TABLE 1, continued

MODULE II - Guidelines For Career Decision-Making

Item 1. The materials in this module have helped me learn more about the career decision-making process. (n=9)

Response	Percent	Frequency
SA	22%	2
A	67%	6
U	0%	0
D	11%	1
SD	0%	0

Item 2. After viewing the "Old Wives Tale" slide-tape and/or reading materials, I can identify some new ideas about career development that I did not know before. (n=9)

Response	Percent	Frequency
SA	0%	0
A	67%	6
D	22%	2
SD	0%	0
DNU	11%	1

Item 3. After viewing the career decision-making slide-tape and/or reading materials by Dunphy, I can now see the personal implications of a career decision-making strategy. (n=9)

Response	Percent	Frequency
SA	11%	1
A	67%	6
U	11%	1
D	11%	1
SD	0%	0

Item 4. How many minutes did you spend with this module? _____ minutes. (n=9)

Response	Percent	Frequency
0-7	22%	2
8-15	22%	2
16-23	33%	3
24-30	11%	1
31+	11%	1

TABLE 1, continued

MODULE III - Self-Assessment

Item 1. a. I feel more sure about my occupational choice now than I did before taking SDS. (n=14)

Response	Percent	Frequency
SA	0%	0
A	36%	5
N	36%	5
D	21%	3
SD	7%	1

b. I see now my first choice may not be the best for me. (n=14)

Response	Percent	Frequency
SA	0%	0
A	43%	6
N	21%	3
D	36%	5
SD	0%	0

c. I see more occupational choices now than I did before taking SDS (n=14)

Response	Percent	Frequency
SA	14%	2
A	64%	9
N	22%	3
D	0%	0
SD	0%	0

d. I would recommend taking the SDS to a friend who wanted vocational guidance. (n=14)

Response	Percent	Frequency
SA	36%	5
A	50%	7
N	7%	1
D	7%	1
SD	0%	0

e. The SDS summary code seems reasonable to me. (n=14)

Response	Percent	Frequency
SA	14%	2
A	43%	6
N	7%	1
D	21%	3
SD	14%	2

TABLE 1, continued

MODULE IV - Information Sources

Item 1. I was able to locate information about careers related to my SDS occupational code. (n=14)

Response	Percent	Frequency
SA	43%	6
A	43%	6
U	0%	0
D	0%	0
SD	0%	0
DNU	14%	2

Item 2. In going through this module, I have discovered at least two sources of career information which could be helpful to me. (n=14)

Response	Percent	Frequency
Agree	100%	14
Disagree	0%	0

Item 3. I can operate all the CCIS equipment that is necessary for me to use. (n=14)

Response	Percent	Frequency
Agree	100%	14
Disagree	0%	0

Item 4. How long did it take you to complete this module? _____ minutes (n=14)

Response	Percent	Frequency
0-7	7%	1
8-15	50%	7
16-23	35%	4
24-30	7%	1
31+	7%	1

MODULE V - Campus and Community Resources

This module received only one post assessment.

TABLE 2

RESULTS OF THE CCIS QUESTIONNAIRE FOR LANDIS STUDENTS

PART A - Results for Landis Students Using CCIS

Item 2. Have you used CCIS in any way?

Response	Percent	Frequency
Yes	45%	66
No	55%	80

Item 3. Circle all the specific materials you used in CCIS.

Response	Percent	Frequency
Books and magazines	46%	30
Slide Tapes	49%	32
Filed Information	52%	34
Audio Tapes	50%	33
Video Tapes	35%	23

Total number of media used (number of different media):

Response	Percent	Frequency
1	31%	20
2	28%	18
3	19%	12
4	16%	10
5	6%	4

Item 4. Approximately how many modules did you use?

Response	Percent	Frequency
1	42%	23
2	20%	11
3	27%	15
4	6%	3
5	6%	3

Item 5. Approximately how many hours did you spend in CCIS?

Response	Percent	Frequency
Less than 1 hour	45%	29
1-2 hours	32%	21
2-3 hours	15%	10
3-4 hours	3%	2
4 or more hours	5%	3

Item 6. The CCIS materials (modules, slide-tapes, print and non-print career information) are helpful in promoting career planning and career development for college students. (n=66)

Response	Percent	Frequency
SA	21%	14
A	49%	32
N	23%	15
D	5%	3
SD	3%	2

Item 7. The CCIS materials lend themselves to student self-directed use. (n=65)

Response	Percent	Frequency
SA	22%	14
A	57%	37
N	17%	11
D	3%	2
SD	2%	1

Item 8. A variety of learning experiences are available in CCIS. (n=65)

Response	Percent	Frequency
SA	15%	10
A	55%	36
N	22%	14
D	6%	4
SD	2%	1

Item 9. The CCIS materials are not specific and detailed enough to be helpful to college students. (n=65)

Response	Percent	Frequency
SA	3%	2
A	19%	12
N	43%	28
D	28%	18
SD	8%	5

Item 10. The CCIS slide presentations were not helpful. (n=65)

Response	Percent	Frequency
SA	3%	2
A	8%	5
N	57%	37
D	25%	16
SD	8%	5

TABLE 2, continued

Item 11. The CCIS video-tapes were useful. (n=63)

Response	Percent	Frequency
SA	6%	4
A	33%	21
N	52%	33
D	3%	2
SD	5%	3

Item 12. The CCIS printed material (e.g. books, occupational briefs, folders, etc.) were appropriate. (n=64)

Response	Percent	Frequency
SA	16%	10
A	52%	33
N	27%	17
D	3%	2
SD	3%	2

PART B - Results for Landis Students Not Using CCIS

Item 13. The CCIS should be expanded to other locations at FSU (e.g. other residence halls, University Union, Bryan Hall, etc.) next year. (n=142)

Response	Percent	Frequency
SA	21%	30
A	48%	68
N	22%	31
D	6%	9
SD	3%	4

Item 14. Academic advisement material should be incorporated into CCIS. (n=142)

Response	Percent	Frequency
SA	37%	52
A	47%	68
N	13%	18
D	2%	3
SD	1%	1

Item 15. CCIS should be recommended to an FSU freshman needing career development assistance. (n=142)

Response	Percent	Frequency
SA	40%	57
A	51%	73
N	6%	9
D	1%	1
SD	2%	2

TABLE 2, continued

Item 16. The CCIS should have a high priority for further development at FSU. (n=139)

Response	Percent	Frequency
SA	20%	28
A	37%	51
N	34%	47
D	7%	9
SD	3%	4

TABLE 3

CCIS ATTITUDE QUESTIONNAIRE RESULTS FOR STUDENTS
IN KELLUM AND LANDIS

Item 1. Since January 1, 1973 you have been able to identify and use University resources for your personal career development.

	KELLUM		LANDIS	
Response	Frequency	Percent	Frequency	Percent
SA	2	1%	14	10%
A	58	31%	48	33%
N	64	34%	56	38%
D	45	24%	21	14%
SD	20	11%	6	4%

Item 2. You have learned more about the Career Decision-Making Process since January 1, 1973.

	KELLUM		LANDIS	
Response	Frequency	Percent	Frequency	Percent
SA	1	1%	7	5%
A	35	18%	45	31%
N	59	31%	51	35%
D	71	38%	30	21%
SD	23	12%	13	9%

Item 3. You feel more sure about your occupational choice now than you did before January 1, 1973.

	KELLUM		LANDIS	
Response	Frequency	Percent	Frequency	Percent
SA	11	6%	10	7%
A	51	27%	32	22%
N	44	23%	46	32%
D	58	31%	35	24%
SD	25	13%	22	15%

TABLE 3, continued

Item 4. You can better outline an educational and career plan for yourself now than you could prior to January 1, 1973.

	KELLUM		LANDIS	
Response	Frequency	Percent	Frequency	Percent
SA	8	4%	10	7%
A	53	28%	37	25%
N	52	28%	47	32%
D	54	29%	38	26%
SD	22	12%	14	10%

Item 5. Your academic advisor has been helpful in assisting you to think through your long range career plans.

	KELLUM		LANDIS	
Response	Frequency	Percent	Frequency	Percent
SA	6	3%	1	1%
A	31	16%	19	13%
N	45	24%	35	24%
D	52	28%	51	35%
SD	55	29%	40	27%

Item 6. You are satisfied with assistance you have received from your academic advisor in selecting courses.

	KELLUM		LANDIS	
Response	Frequency	Percent	Frequency	Percent
SA	10	5%	9	6%
A	50	26%	35	24%
N	35	19%	30	21%
D	49	25%	39	27%
SD	45	24%	33	23%

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